



YOUTH POLICY LAB
UNIVERSITY OF MICHIGAN

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2022-2023 Detroit Public Schools Community District (DPSCD) Universal Wellness Assessment

AUTHORS

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POLICY BRIEF | YOUTH POLICY LAB

2022-23 DPSCD Universal Wellness Assessment

Key Findings:

This report provides a summary of overall findings from the 2022-23 DPSCD Universal Wellness Assessment (UWA) and analysis of change over time using data from previous Universal Wellness Assessments. The report also explores differences in outcomes across various subgroups including by grade band, school type, race and ethnicity, gender identity, geographic region, housing insecurity, special education status, and Limited English Proficiency status.

We find:

- Approximately half of all 3-5th grade students felt sad or mad, scared, or worried at least some of the time during the two weeks prior to the survey. Within this group, female students had the highest proportion of students reporting feeling sad or mad, scared, or worried.
- More than half of 3-5th grade students experienced the death of a loved one in the 8 months prior to the survey, and a third of 3-5th grade students reported that they or a close family member had an overnight hospital stay. Within this group, students reporting housing insecurity, Black students, and students living in East Detroit reported experiencing these traumatic events at the highest rates.
- Among 6-12th grade students, 24% reported symptoms of depression, and 23% reported symptoms of anxiety. About 50% of students in 6-12th grade reported experiencing a traumatic event. Within this group, symptoms of depression and anxiety were highest among female students, students reporting housing insecurity, and special education students. Female students in particular reported much higher rates of depression and anxiety than male students.
- The share of 8-12th grade students reporting depression and anxiety symptoms decreased to below pre-pandemic levels. The decrease in 8-12th grade students reporting symptoms of depression and anxiety between the 2021-22 and 2022-23 school years was the largest among Asian students, Black students, students attending examination and neighborhood schools, and female students.

Summary of Overall Findings:

Grades 3-5: Summary

Results of the academic year (AY) 2022-23 UWS indicate that more than half of 3-5th grade students¹ felt sad or mad, or worried at least some of the time during the two weeks prior to the survey. Around 42% felt scared. The proportion of students that felt sad or mad was higher than the proportion of students who felt scared or worried.

Table 1. Student Emotions, Past 2 Weeks	#	%
Feeling sad or mad	5,005	57
Feeling scared	3,708	42
Feeling worried	4,534	52

More than half of 3-5th grade students experienced the death of a loved one in the 8 months prior to the survey, and a third of students reported that they or a close family member had an overnight hospital stay. The proportion of students who experienced the death of someone they cared about was almost 20 percentage points higher than the proportion of students who experienced an overnight hospital stay.

Table 2. Student Traumatic Experiences, Past 8 Months	#	%
Someone they cared about a lot died	4,508	52
They or a close family member had an overnight hospital	2,866	33

Grades 6-12: Summary

Students in grades 6-12 completed the Patient Health Questionnaire-2 (PHQ-2) depression scale and the Generalized Anxiety Disorder-2 (GAD-2) anxiety scale, which are clinically validated and widely used to detect symptoms of depression or anxiety in a general population. A score of 3+ (out of 6) on each scale indicates the respondent is exhibiting depression or anxiety symptoms that warrant a follow up screening. Approximately **24% of students in grades 6-12 exhibited depression symptoms, and 23% exhibited anxiety symptoms.**

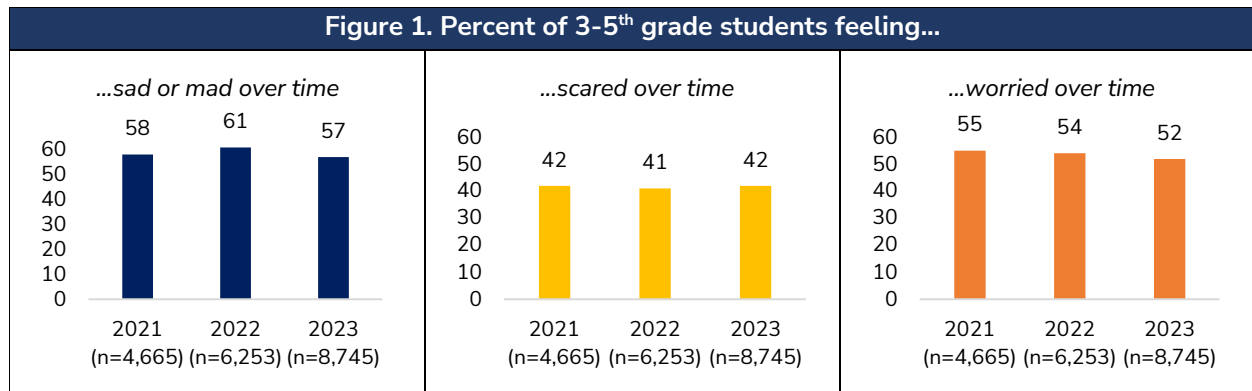
Table 3. Students with Symptoms of Depression and Anxiety	Depression: PHQ-2		Anxiety: GAD-2	
	Composite Score		Composite Score	
	#	%	#	%
Depression/Anxiety symptoms present (3-6)	3,533	24	3,393	23

Students in grades 6-12 were also asked if they had ever experienced a traumatic event (e.g. death of a loved one, assault or abuse, natural disasters, or witnessing violence). About **50% of students in grades 6-12 experienced a traumatic event.**

¹ K-2 students are omitted from this analysis, because only 79 kindergarten students were surveyed in AY 2022-23, and no 1st or 2nd grade students were surveyed.

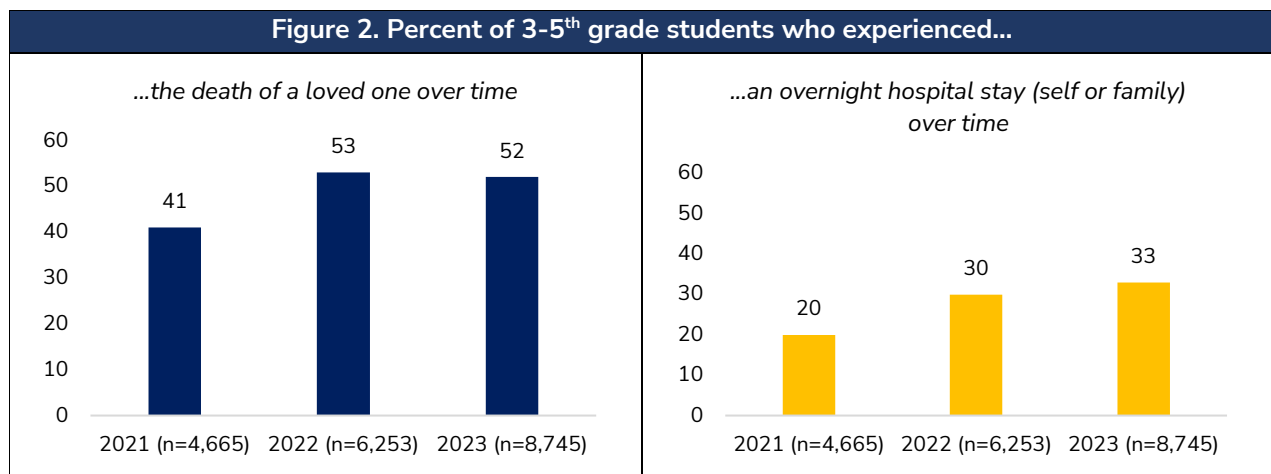
Grades 3-5: Trend Analysis

For students in grades 3-5, we can directly compare the results from the Universal Wellness Assessments administered in AY 2020-21, AY 2021-22, and AY 2022-23. Between AY 2020-21 and AY 2021-22, the proportion of students feeling sad or mad in the 2 weeks prior to the survey increased by 3-percentage points, and the proportions of students feeling scared and worried decreased by 1-percentage point each. Between AY 2021-22 and AY 2022-23, the share of students feeling sad or mad decreased by 4-percentage points, the share of students feeling scared increased by 1-percentage point, and the share of students feeling worried decreased by 2-percentage points. Figure 1 shows the discussed changes over time.



Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

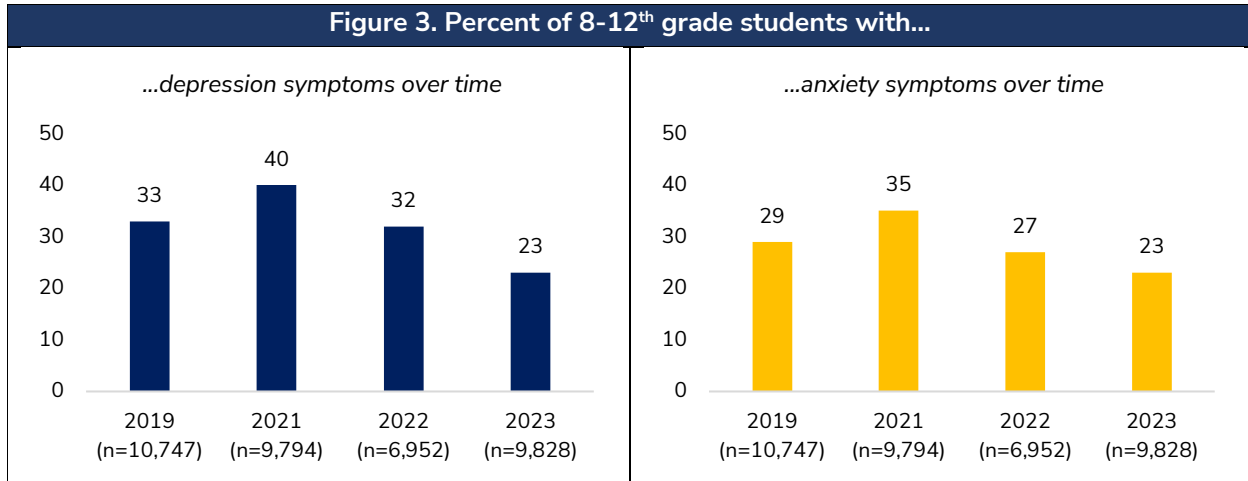
Figure 2 shows the share of 3-5th grade students who have experienced a traumatic event over time. The proportion of students who experienced a traumatic event increased between AY 2020-21 and AY 2021-22, with a 12-percentage point increase in students who experienced the death of a loved one, and a 10-percentage point increase in students who experienced an overnight hospital stay. The proportion of students who experienced the death of a loved one stayed fairly consistent between AY 2021-22 and AY 2022-23, but the proportion of students who experienced an overnight hospital stay increased from 30% to 33%.



Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

Grades 8-12: Trend Analysis

For students in grades 8-12, we can directly compare the depression and anxiety scales from the Universal Wellness Assessments administered in AY 2020-21, AY 2021-22, and AY 2022-23 to the same items used in the 2019 TRAILS/YPL student mental health needs assessment. Between AY 2019-20 and AY 2020-21, the proportion of students experiencing symptoms of depression increased from 33% to 40% and the proportion of students experiencing anxiety symptoms increased from 29% to 35%. Between AY 2020-21 and AY 2021-22, the proportion of students experiencing depression and anxiety symptoms decreased to just below pre-pandemic levels. Between AY 2021-22 and AY 2022-23, the percent of students experiencing depression and anxiety symptoms continued to decrease. About 23% of students reported experiencing depression symptoms in AY 2022-23 compared to 32% in AY 2021-22. Around 23% reported experiencing anxiety symptoms in AY 2022-23, compared to 27% in AY 2021-22. Figure 3 shows the discussed changes over time.



Note: Year 2019 refers to AY 2019-2020, year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

Subgroup Analysis: Overall Findings

Grades 3-5: Subgroup Findings (Feeling Sad/Mad, Scared, or Worried, Past 2 Weeks)

Results by demographic group are presented in Table 4. Several groups reported feeling sad or mad, scared, or worried at rates higher than the average for all 3-5th grade students in the 2 weeks prior to the survey:

- **Female students reported higher rates of symptoms than male students in all three categories.** Approximately 60% of female students reported feeling sad or mad compared to 55% of male students. Around 49% of female students reported feeling scared compared to 36% of male students. About 56% of female students reported feeling worried compared to 48% of male students.
- Approximately 44% of Hispanic/Latino students reported feeling scared in the past 2 weeks compared to 42% of all 3-5th grade students. Similarly, 57% of Hispanic/Latino students reported feeling worried in the past 2 weeks compared to 52% of all 3-5th grade students.
- Around 63% of students at application schools reported feeling sad or mad compared to 57% of all 3-5th grade students.

Table 4. Student Emotions, Past 2 Weeks	#	Sad/Mad, %	Scared, %	Worried, %
Gender				
Female	4,348	60	49	56
Male	2,414	55	36	48
Race and Ethnicity				
American Indian	11	***	***	***
Asian	90	48	40	50
Black or African American	7,031	58	42	51
Hispanic or Latino	1,343	55	44	57
Pacific Islander	***	***	***	***
Multiracial	14	***	***	***
White	249	58	40	49
School Type				
Neighborhood	7,078	56	43	52
Application	1,667	63	41	51
School Location				
Northwest Detroit	4,299	58	41	51
Southwest Detroit	1,763	56	43	55
Southeast Detroit	1,123	57	43	51
Northeast Detroit	1,560	55	46	52
Other Subgroups				
Free/Reduced Price Lunch	7,888	57	43	52
Special Education	857	50	42	48
Limited English Proficiency	1,314	53	44	56
Reporting Housing Insecurity	1,503	54	49	56
Stable Housing	6,896	58	41	51
All Student Responses, Grades 3-5	8,745	57	42	52

Note: ***Data suppressed for confidentiality purposes (10 or fewer students in this category). # refers to the total number of students in each demographic category.

Grades 3-5: Subgroup Findings (Experiencing a Traumatic Event, Past 8 Months)

Table 5 shows responses to questions related to trauma for various subgroups. Several groups of students experienced high rates of trauma exposure in the 8 months prior to the survey:

- **Black students experienced the highest rates of traumatic experiences compared to other racial demographics.** About 55% of Black students reported experiencing the death of a loved one compared to 28% of Asian students, 38% of Hispanic/Latino students, 45% of White students, and 52% of all 3-5th grade students. Similarly, 35% of Black students reported that they or a loved one experienced an overnight hospital stay compared to 20% of Asian students, 24% of Hispanic/Latino students, 31% of White students, and 32% of all 3-5th grade students.
- **Children who reported housing insecurity were also more likely to have experienced a traumatic event.** Around 60% of students who reported housing insecurity reported experiencing the death of a loved one compared to 50% of 3-5th grade students with stable housing, and 42% reported that they or a loved one experienced an overnight hospital stay compared to 30% of students with stable housing.

Table 5. Student Traumatic Experiences, Past 8 Months	#	Loved one died, %	Overnight hospital stay (self or family), %
Gender			
Female	4,348	54	32
Male	4,395	49	34
Race and Ethnicity			
American Indian	11	***	***
Asian	90	28	20
Black or African American	7,031	55	35
Hispanic or Latino	1,343	38	24
Pacific Islander	***	***	***
Multiracial	14	***	***
White	249	45	31
School Type			
Neighborhood	7,078	53	33
Application	1,667	45	32
School Location			
Northwest Detroit	4,299	53	34
Southwest Detroit	1,763	42	26
Southeast Detroit	1,123	56	33
Northeast Detroit	1,560	55	37
Other Subgroups			
Free/Reduced Price Lunch	7,888	52	33
Special Education	857	52	35
Limited English Proficiency	1,314	38	24
Reported Housing Insecurity	1,503	60	42
Reported Stable Housing	6,896	50	30
All Responses, Grades 3-5	8,745	52	32

Note: ***Data suppressed for confidentiality purposes (10 or fewer students in this category). # refers to the total number of students in each demographic category.

Grades 6-12: Subgroup Findings (Depression and Anxiety Symptoms, Trauma Exposure)

Table 6 presents rates of depression symptoms, anxiety symptoms, and exposure to trauma across subgroups. Several groups reported higher rates of depression, anxiety, or trauma exposure compared to their peers:

- **Rates of depression, anxiety, and traumatic experiences were higher among female students than male students.** Approximately 27% of female students reported experiencing depression symptoms compared to 20% of male students.
- **Black students had a much higher rate of trauma exposure than other racial demographics,** with 54% of Black students indicating that they had experienced a traumatic event.
- **Students reporting housing security indicated the highest rates of depression, anxiety, and trauma exposure compared to all other subgroups.** About 41% reported depression symptoms, 36% reported anxiety symptoms, and 65% reported experiencing a traumatic event.

Table 6. Depression, Anxiety, and Exposure to Trauma	#	Depression symptoms, past 2 weeks, %	Anxiety symptoms, past 2 weeks, %	Experienced traumatic event, %
Gender				
Female	7,905	27	29	52
Male	7,020	20	16	49
Race and Ethnicity				
American Indian	24	***	***	***
Asian	278	18	18	29
Black or African American	11,836	25	23	54
Hispanic or Latino	2,454	18	20	38
Pacific Islander	11	***	***	***
Multiracial	15	***	***	***
White	307	22	24	40
Grade Band				
6-8 th	7,530	23	22	51
9-12 th	7,404	24	24	49
School Type				
Neighborhood	8,341	25	22	52
Exam	3,800	22	24	48
Application	2,793	22	22	49
School Location				
Northwest Detroit	5,542	26	24	53
Southwest Detroit	5,094	20	23	43
Southeast Detroit	2,394	25	21	55
Northeast Detroit	1,904	26	22	54
Other Subgroups				
Free/Reduced Price Lunch	12,352	24	23	51
Special Education	1,586	28	25	47
Limited English Proficiency	2,132	19	20	37
Reporting Housing Insecurity	1,295	41	36	65
Reported Stable Housing	13,193	22	21	49
All Responses, Grades 6-12	14,934	24	23	50

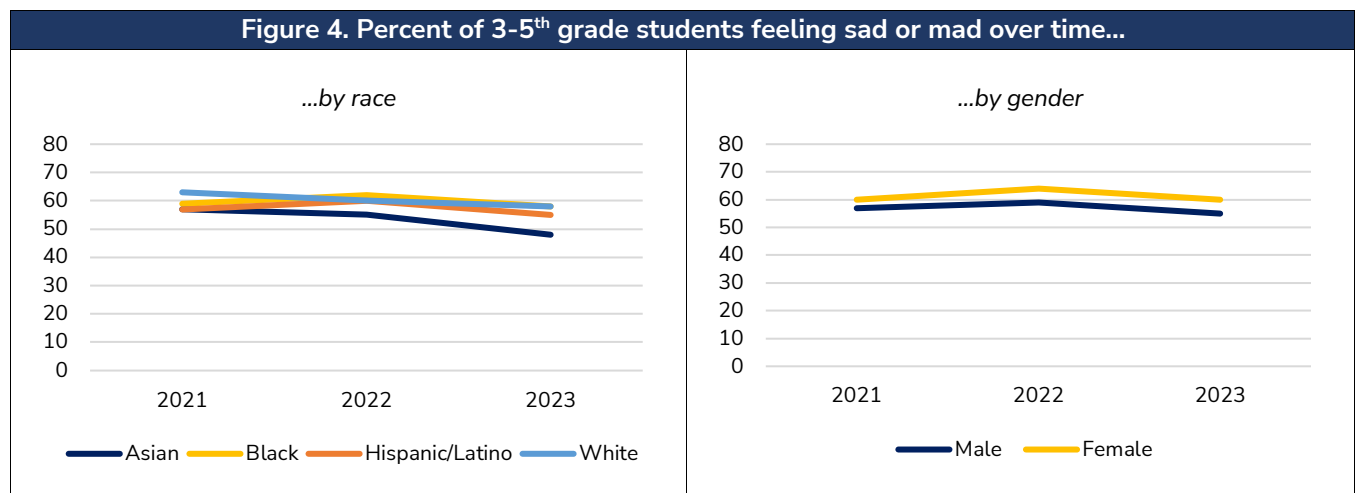
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Subgroup Trend Analysis

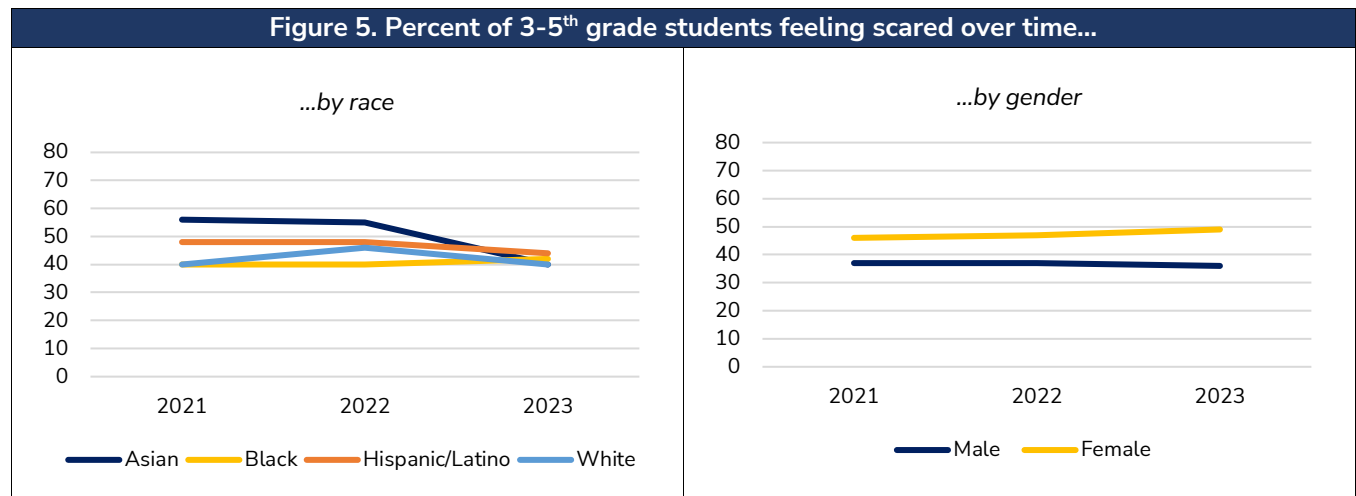
Grades 3-5: Subgroup Trends (Feeling Sad/Mad, Scared, or Worried, Past 2 Weeks)

For students in grades 3-5, we can directly compare the findings from the AY 2022-23 DPSCD Universal Wellness Assessment to the DPSCD Universal Wellness Assessments administered in AY 2020-21 and AY 2021-22. For a detailed overview, see Table 7 in Appendix A.

- Compared to other racial demographics, **Asian 3-5th grade students reported some of the largest decreases in feeling sad or mad (-7pp), scared (-15pp), or worried (-17pp) between AY 2021-22 and AY 2022-23.** White students also reported a substantial decrease in feeling worried (-14pp). Female students have consistently reported higher rates of feeling sad or mad, scared, or worried than male students. Figures 4-6 show the change in proportion of students who felt sad/mad, scared, or worried over time, broken down by race and gender.

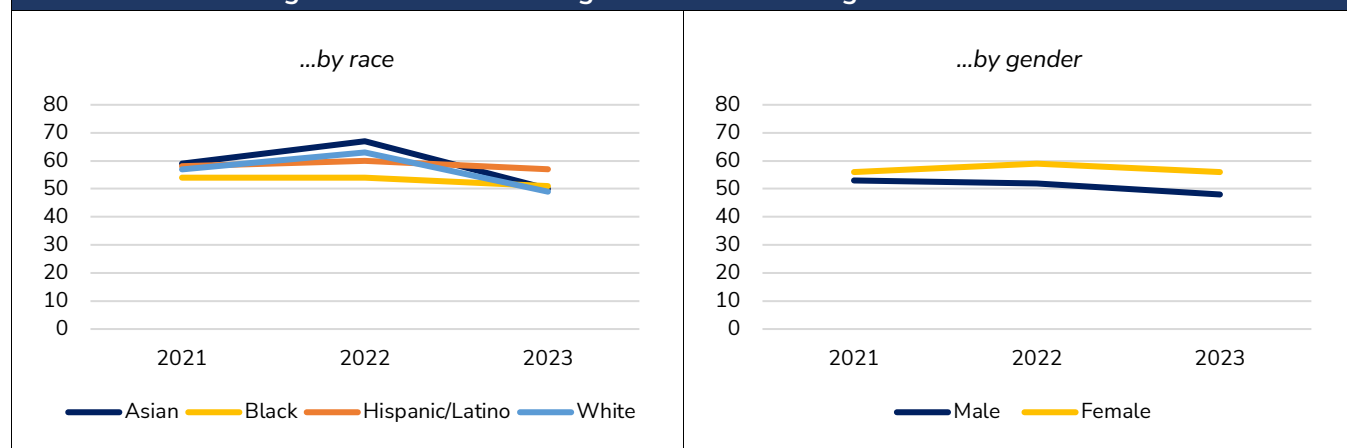


Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.



Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

Figure 6. Percent of 3-5th grade students feeling worried over time...

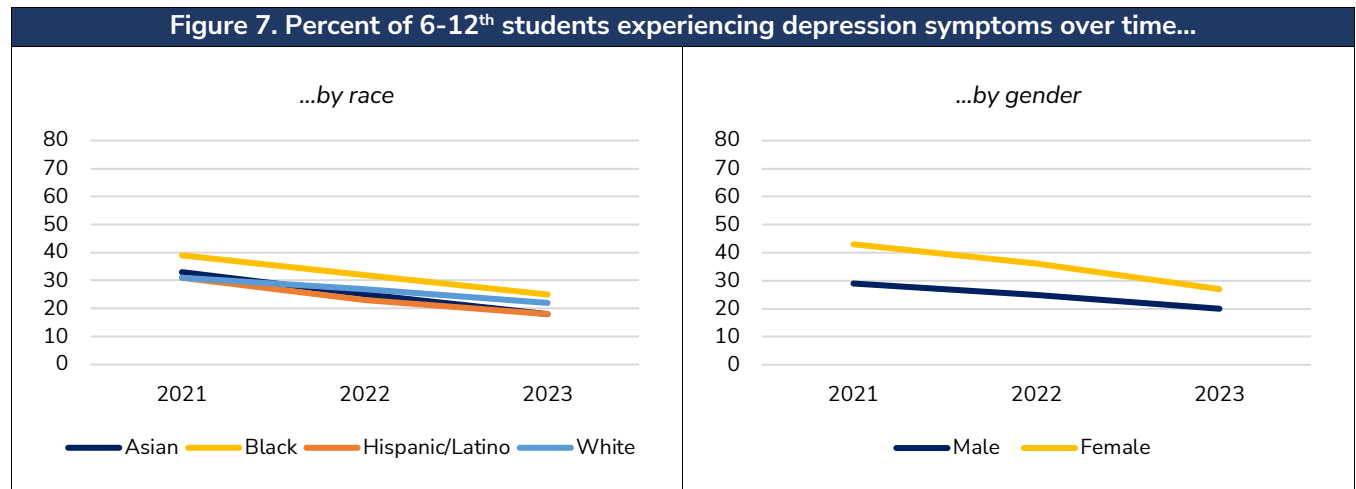


Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

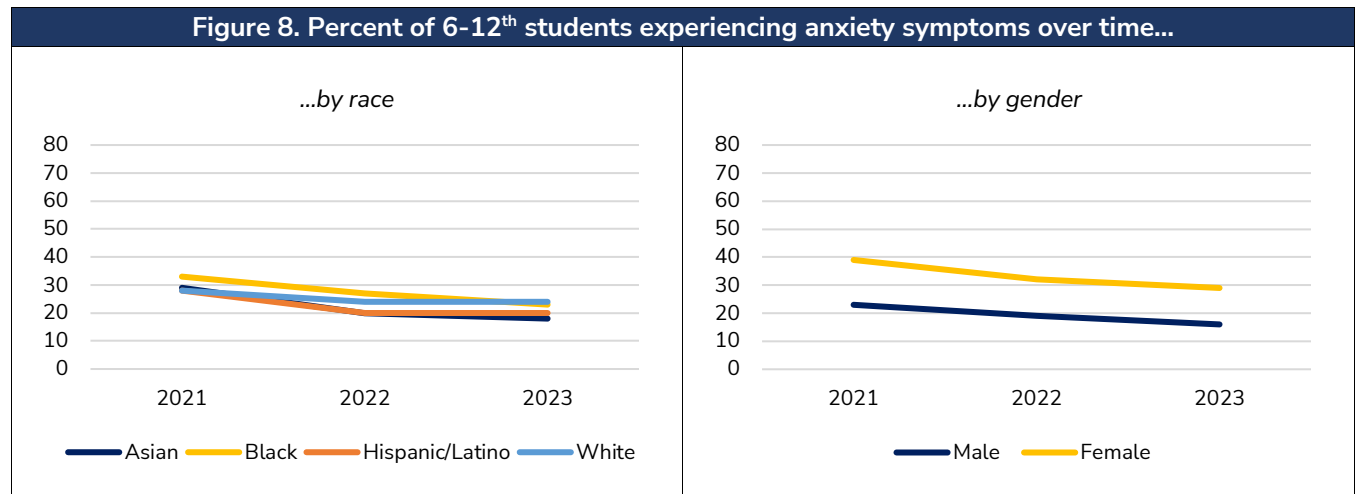
Grades 6-12: Subgroup Trends (Depression and Anxiety Symptoms)

The following figures present rates of depression and anxiety by subgroup, comparing results from the DPSCD Universal Wellness Assessments administered in AY 2020-21, AY 2021-22, and AY 2022-23. For a detailed overview, see Table 9 in Appendix A.

- Figures 7-8 show changes in rates of depression and anxiety symptoms among 6-12th grade students over time, by race and gender. Female students have consistently reported significantly higher rates of depression and anxiety than male students.



Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

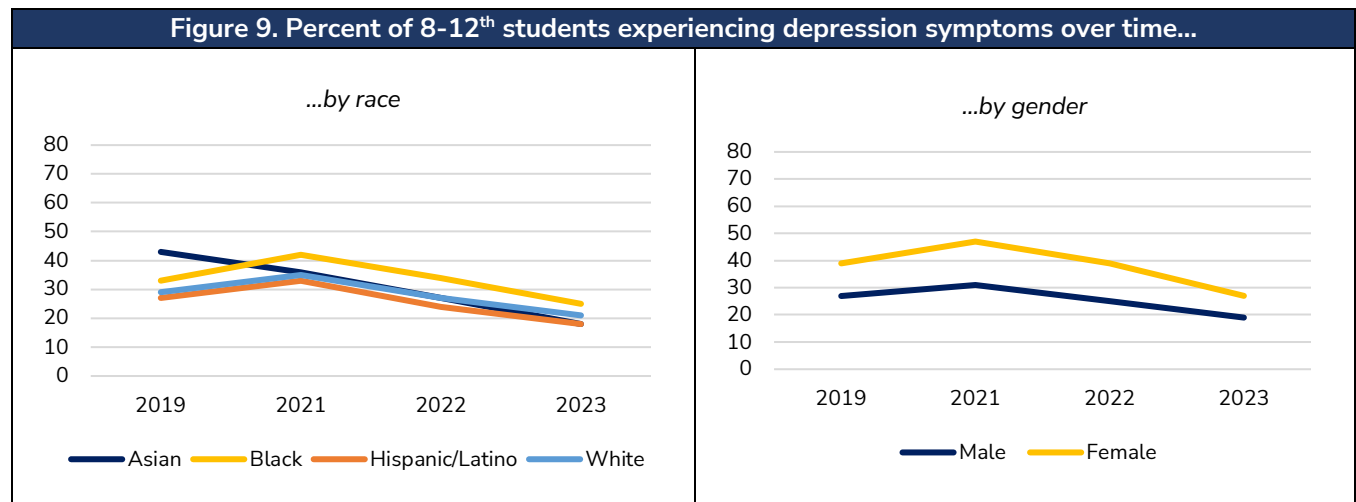


Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

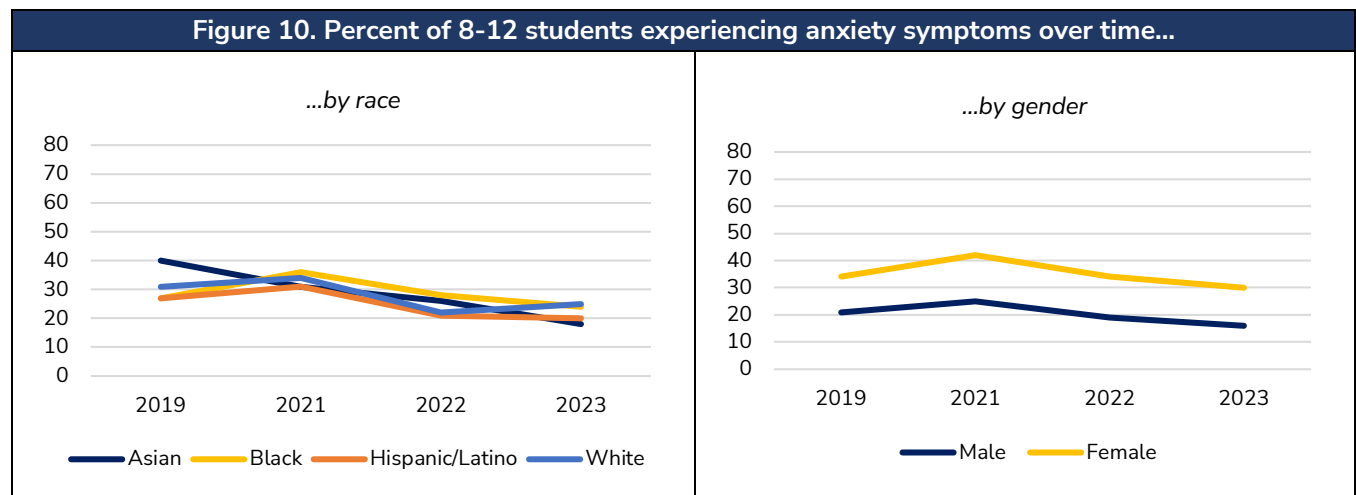
Grades 8-12: Subgroup Trends (Depression and Anxiety Symptoms)

The following figures present rates of depression and anxiety symptoms by subgroup, comparing rates from four data points: 1) the 2019 YPL/TRAILS Student Needs Assessment; 2) the AY 2020-21 DPSCD Universal Wellness Assessment; 3) the AY 2021-22 DPSCD Universal Wellness Assessment; and 4) the AY 2022-23 DPSCD Universal Wellness Assessment. For a detailed overview, see Table 10 in Appendix A.

- Figures 9 and 10 represent changes in anxiety and depression symptoms over time by race and gender. The subgroups with the largest decreases in students reporting depression symptoms were Asian students (-9pp), Black students (-9pp), and female students (-12pp). Students in these subgroups also reported large decreases in anxiety symptoms.



Note: Year 2019 refers to AY 2019-20, year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.



Note: Year 2019 refers to AY 2019-2020, year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

Background and Methods:

Response Rates

Approximately 58% of DPSCD students in grades 3-12 completed the Universal Wellness Assessment, including 54% of 6-12th grade students (n=14,934) and 67% of 3-5th grade students (n=8,745).

Response rates were calculated using student demographic data provided by DPSCD, reporting a total of 13,120 students in grades 3-5, and 27,592 students in grades 6-12 in AY 2022-23. K-2 students were excluded from this analysis, because we only had data from 79 kindergarten students and none from first or second grade students.

YPL merged data from the DPSCD Universal Wellness Assessment with demographic data provided by the district to conduct subgroup analyses. All but 11 mental health screener responses for students in grades 3-12 were matched with demographic data.

Data classifications: 2019-20 Needs Assessment vs. DPSCD Universal Wellness Assessments

The classifications for gender, race, and ethnicity are different between the 2019-20 Needs Assessment and all DPSCD Universal Wellness Assessments (2020-21, 2021-22, and 2022-23). For instance, the 2019 needs assessment included extra categories for gender² compared to the male/female classification used in the DPSCD Universal Wellness Assessments. Because of these differences across data sources, we are only able to make direct comparisons for specific demographic groups in this report.

For race and ethnicity, this report includes rates of depression and anxiety for the following categories: American Indian, Asian, Black or African American, Hispanic or Latino, White, Multiracial, and Pacific Islander. To protect student confidentiality, any count or proportion that consisted of 10 students or less was suppressed.

In the 2019 needs assessment, students could check any race or ethnicity category that applied. YPL categorized any student selecting two or more race and ethnicity categories as multiracial. YPL grouped American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, Middle Eastern or North African, and Other (self-described) into a broader “Other” category due to low student counts, in order to protect confidentiality.

Datasets use the McKinney-Vento definition of homelessness based on student self-report to identify students who might be experiencing housing instability. The 2019 needs assessment asked students to report on their living situation over the past year, then used the McKinney-Vento definition of homelessness to identify students who reported living in: a shelter; hotel or motel; car, van, or other vehicle; alone; with friends; outside; or living with another family. The 2021-22 and 2022-23 Universal Wellness Screeners used similar methods to identify students who might be experiencing housing insecurity. These student self-reports have not been verified and students, especially young students, may not fully understand the questions or be accurate reporters regarding their living situations.

² Additional gender classifications such as non-binary, other, or prefer not to answer are not shown in this report.

Appendix A: Subgroup Trends (Detailed Tables)

Table 7. Student Emotions, Past 2 Weeks	AY 2020-21 DPSCD Universal Wellness Assessment				AY 2021-22 DPSCD Universal Wellness Assessment				AY 2022-23 DPSCD Universal Wellness Assessment			
	#	Sad/ Mad, %	Scared, %	Worried, %	#	Sad/ Mad, %	Scared, %	Worried, %	#	Sad/ Mad, %	Scared, %	Worried, %
Gender												
Female	2,443	60	46	56	3,134	64	47	59	4,348	60	49	56
Male	2,208	57	37	53	3,119	59	37	52	2,414	55	36	48
Race and Ethnicity												
American Indian	***	***	***	***	***	***	***	***	11	***	***	***
Asian	79	57	56	59	82	55	55	67	90	48	40	50
Black or African American	3,503	59	40	54	4,883	62	40	54	7,031	58	42	51
Hispanic or Latino	926	57	48	58	1,086	60	48	60	1,343	55	44	57
Pacific Islander	***	***	***	***	***	***	***	***	***	***	***	***
Multiracial	***	***	***	***	***	***	***	***	14	***	***	***
White	134	63	40	57	186	60	46	63	249	58	40	49
School Type												
Neighborhood	3,668	58	43	55	5,034	60	42	55	7,078	56	43	52
Application	997	62	38	55	1,219	68	42	57	1,667	63	41	51
School Location												
Northwest Detroit	2,122	60	39	53	2,843	63	40	53	4,299	58	41	51
Southwest Detroit	1,113	57	48	56	1,354	61	46	59	1,763	56	43	55
Southeast Detroit	633	59	41	56	861	63	39	56	1,123	57	43	51
Northeast Detroit	797	56	42	55	1,195	58	43	52	1,560	55	46	52
Other Subgroups												
Free/Reduced Price Lunch	3,816	58	42	54	5,571	62	42	56	7,888	57	43	52
Special Education	525	49	39	48	691	53	44	53	857	50	42	48
Limited English Proficiency	886	55	49	56	1,133	59	49	61	1,314	53	44	56
Reported Housing Insecurity	121	51	49	50	964	57	48	59	1,503	54	49	56
Stable Housing	4,530	59	42	55	5,002	63	40	55	6,896	58	41	51
All Student Responses, Grades 3-5	4,665	58	42	55	6,253	62	42	56	8,745	57	42	52

Note: ***Data suppressed for confidentiality purposes (10 or fewer students in this category). # refers to the total number of students in each demographic category. There are slight discrepancies in historic numbers due to a change in our data cleaning procedures. These discrepancies do not have an impact on overall results.

Table 8. Student Traumatic Experiences, Past 8 Months	AY 2020-21 DPSCD Universal Wellness			AY 2021-22 DPSCD Universal Wellness			AY 2022-23 DPSCD Universal Wellness		
	#	Loved one died, %	Overnight hospital stay, %	#	Loved one died, %	Overnight hospital stay, %	#	Loved one died, %	Overnight hospital stay, %
Gender									
Female	2,443	40	19	3,134	56	30	4,348	54	32
Male	2,208	41	21	3,119	51	32	4,395	49	34
Race and Ethnicity									
American Indian	***	***	***	***	***	***	11	***	***
Asian	79	14	14	82	34	26	90	28	20
Black or African American	3,503	45	21	4,883	57	33	7,031	55	35
Hispanic or Latino	926	28	16	1,086	39	23	1,343	38	24
Pacific Islander	***	***	***	***	***	***	***	***	***
Multiracial	***	***	***	***	***	***	14	***	***
White	134	28	19	186	50	33	249	45	31
School Type									
Neighborhood	3,668	40	20	5,034	54	32	7,078	53	33
Application	997	43	19	1,219	49	27	1,667	45	32
School Location									
Northwest Detroit	2,122	43	21	2,843	54	32	4,299	53	34
Southwest Detroit	1,113	31	17	1,354	43	25	1,763	42	26
Southeast Detroit	633	45	20	861	60	35	1,123	56	33
Northeast Detroit	797	43	21	1,195	59	33	1,560	55	37
Other Subgroups									
Free/Reduced Price Lunch	3,816	41	20	5,571	54	31	7,888	52	33
Special Education	525	39	22	691	51	33	857	52	35
Limited English Proficiency	886	26	15	1,133	40	24	1,314	38	24
Reported Housing Insecurity	121	49	27	964	61	41	1,503	60	42
Stable Housing	4,530	40	20	5,002	52	29	6,896	50	30
All Responses, Grades 3-5	4,665	40	20	6,253	53	31	8,745	52	32

Note: ***Data suppressed for confidentiality purposes (10 or fewer students in this category). # refers to the total number of students in each demographic category. There are slight discrepancies in historic numbers due to a change in our data cleaning procedures. These discrepancies do not have an impact on overall results.

Table 9. Depression, Anxiety, and Exposure to Trauma	AY 2020-21 DPSCD Universal Wellness Assessment				AY 2021-22 DPSCD Universal Wellness Assessment				AY 2022-23 DPSCD Universal Wellness Assessment			
	#	Depression, %	Anxiety, %	Trauma, %	#	Depression, %	Anxiety, %	Trauma, %	#	Depression, %	Anxiety, %	Trauma, %
Gender												
Female	6,322	43	39	51	5,647	36	32	53	7,905	27	29	52
Male	4,767	29	23	46	5,072	25	19	49	7,020	20	16	49
Race and Ethnicity												
American Indian	25	56	52	56	17	***	***	***	24	***	***	50
Asian	284	33	29	31	211	25	20	29	278	18	18	29
Black	8,666	39	33	53	8,401	32	27	56	11,836	25	23	54
Hispanic or Latino	1,822	31	28	31	1,787	23	20	36	2,454	18	20	38
Pacific Islander	13	***	***	***	12	***	***	***	11	***	***	***
Multiracial	***	***	***	***	***	***	***	***	15	***	***	***
White	271	31	28	45	284	27	24	42	307	22	24	40
Grade Band												
6-8 th	4,612	30	26	47	5,300	27	22	51	7,530	23	22	51
9-12 th	6,495	42	36	50	5,420	34	29	52	7,404	24	24	49
School Type												
Neighborhood	5,936	33	28	50	6,543	30	24	54	8,341	25	22	52
Exam	2,936	46	40	49	2,099	36	33	50	3,800	22	24	48
Application	2,235	36	31	45	2,078	25	22	46	2,793	22	22	49
School Location												
Northwest Detroit	4,362	38	32	52	4,524	33	27	54	5,542	26	24	53
Southwest Detroit	3,473	37	34	41	2,873	27	24	42	5,094	20	23	43
Southeast Detroit	1,977	37	32	53	1,751	28	24	57	2,394	25	21	55
Northeast Detroit	1,295	34	28	54	1,572	32	25	56	1,904	26	22	54
Other Subgroups												
Free/Reduced	8,262	37	32	50	8,680	31	26	53	8,680	24	23	51
Special Education	1,240	34	29	46	1,139	30	26	50	1,139	28	25	47
Limited English	1,608	30	26	30	1,691	23	21	34	1,691	19	20	37
Housing Insecurity	178	38	35	57	836	47	41	67	836	41	36	65
Stable Housing	10,911	37	32	49	9,615	29	24	50	9,615	22	21	49
All Responses, Grades 6-12	11,107	37	32	49	10,720	30%	25%	51%	10,720	24	23	50

Note: ***Data suppressed for confidentiality purposes (10 or fewer students in this category). # refers to the total number of students in each demographic category. There are slight discrepancies in historic numbers due to a change in our data cleaning procedures. These discrepancies do not have an impact on overall results. "Depression, %" refers to "Depression symptoms in the past 2 weeks, %"; "Anxiety, %" refers to "Anxiety symptoms in the past 2 weeks, %"

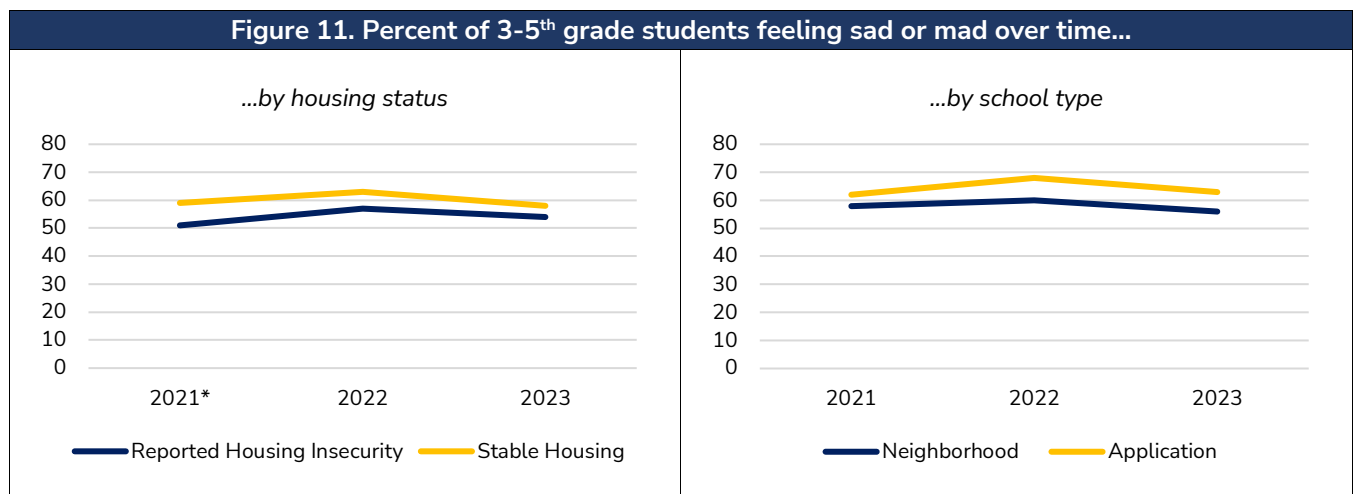
Table 10. Depression and Anxiety Symptoms	AY 2019-20 1/			AY 2020-21 2/			AY 2021-22 2/			AY 2022-23 2/		
	#	Depression, %	Anxiety, %	#	Depression, %	Anxiety, %	#	Depression, %	Anxiety, %	#	Depression, %	Anxiety, %
Gender												
Female	4,961	39	34	4,726	47	42	3,808	39	34	5,377	27	30
Male	4,071	27	21	3,428	31	25	3,322	25	19	4,447	19	16
Race and Ethnicity												
American Indian	N/A	N/A	N/A	23	61	57	14	***	***	13	***	***
Asian	268	43	40	220	36	31	139	27	25	226	18	18
Black or African American	5,831	33	27	6,416	42	36	5,678	34	28	7,749	25	24
Hispanic or Latino	1,077	27	27	1,281	33	31	1,115	24	21	1,607	18	20
White	77	29	31	194	35	34	168	27	22	213	21	25
Multiracial	1,444	41	37	***	***	***	***	***	***	***	***	***
Other	301	30	24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	12	***	***	***	***	***	***	***	***
Grade Band												
8 th	2,083	30	24	1,673	34	29	1,710	27	22	2,424	22	21
9-12 th	7,096	35	30	6,495	42	36	5,420	34	29	7,404	24	24
School Type												
Neighborhood	5,072	32	26	3,851	36	31	3,867	32	25	4,503	24	22
Exam	3,966	36	31	2,936	46	40	2,099	36	33	3,800	22	24
Application	1,664	33	29	1,381	40	36	1,164	27	24	1,525	24	25
School Location												
Northwest Detroit	3,881	35	29	2,968	42	36	2,941	35	30	3,180	26	26
Southwest Detroit	3,521	34	32	2,854	40	37	2,091	29	26	3,942	20	23
Southeast Detroit	2,044	30	23	1,522	39	33	1,220	29	24	1,730	24	21
Northeast Detroit	887	35	23	824	37	28	878	34	26	976	26	22
Other Subgroups												
Reported Housing Insecurity	1,253	47	39	114	46	40	514	49	44	689	40	38
Stable Housing	7,854	32	28	8,039	40	35	6,479	31	26	8,906	22	22
All Responses, Grades 8-12	10,747	33	29	8,168	40%	35%	7,130	32	27	9,828	23	23

Note: ***Data suppressed for confidentiality purposes (10 or fewer students in this category). # refers to the total number of students in each demographic category. There are slight discrepancies in historic numbers due to a change in our data cleaning procedures. These discrepancies do not have an impact on overall results. "Depression, %" refers to "Depression symptoms in the past 2 weeks, %"; "Anxiety, %" refers to "Anxiety symptoms in the past 2 weeks, %". 1/ YPL/TRAILS Student Needs Assessment 2/ DPSCD Universal Wellness Assessment.

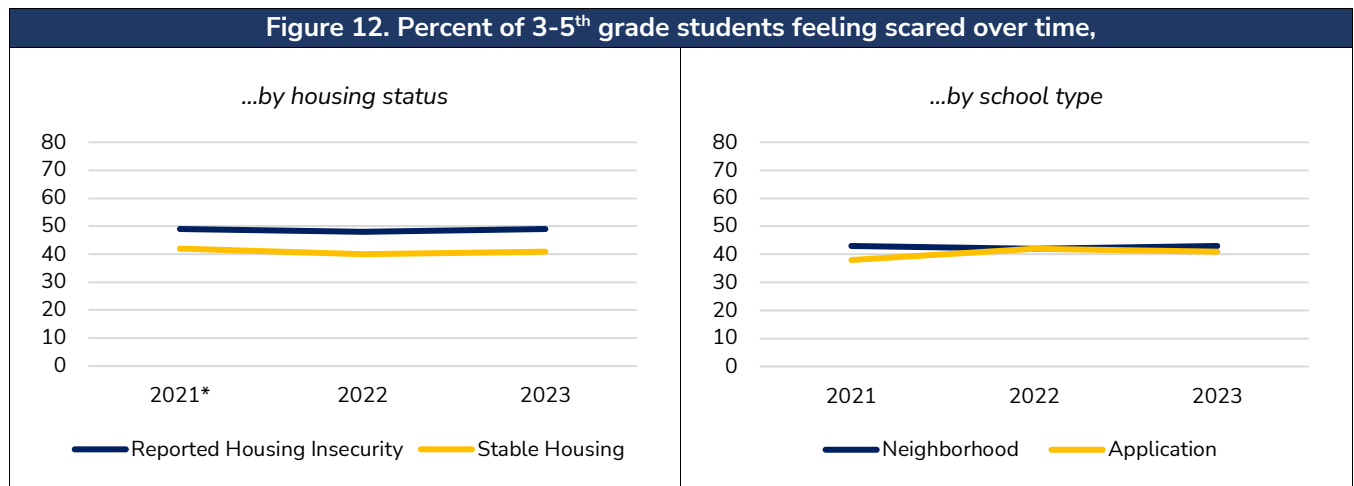
Appendix B: Additional Subgroup Trend Figures

Grades 3-5: Subgroup Trends for Feeling Sad/Mad, Scared, or Worried, Past 2 Weeks

- Figures 11-13 show the share of 3-5th grade students who reported feeling sad or mad, scared, or worried over time, broken down by housing status and school type.
- Students reporting housing insecurity have consistently reported higher rates of feeling scared or worried over time compared to their peers with stable housing. Student self-report was used to identify students reporting housing insecurity was used to calculate the number of students reporting housing insecurity for the years 2022 and 2023, but this data was not available for 2021. The number of students reporting housing insecurity in 2021 was identified using DPSCD administrative data.

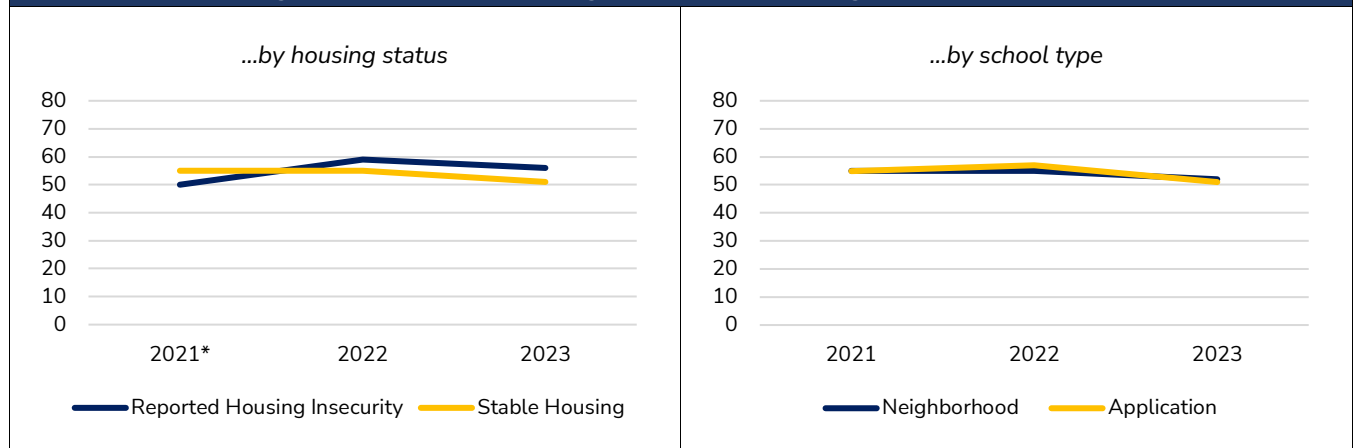


Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.



Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.

Figure 13. Percent of 3-5th grade students feeling worried over time...

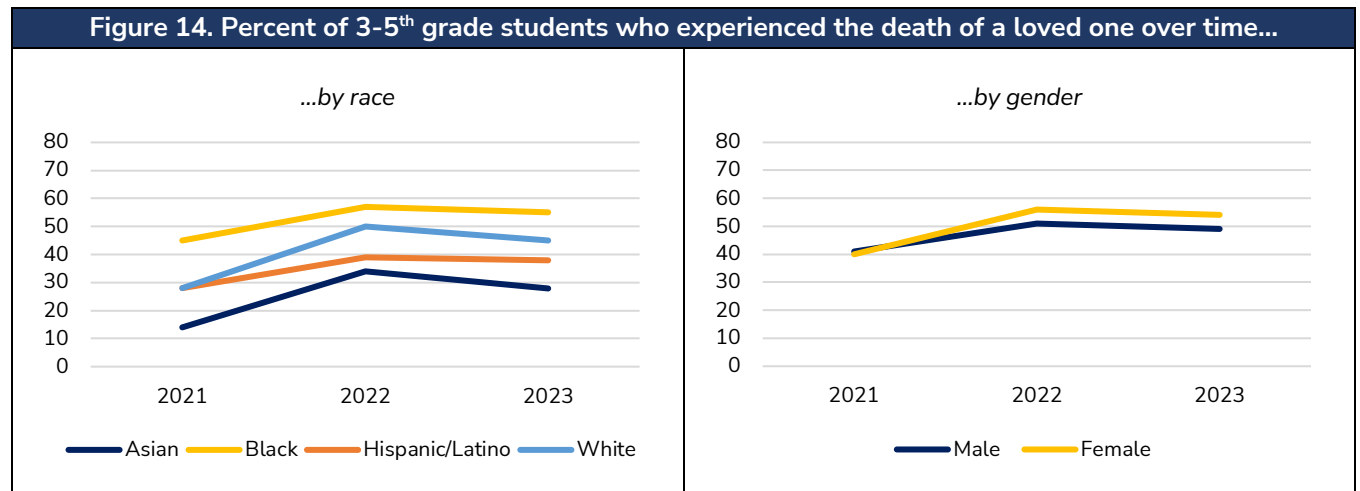


Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.

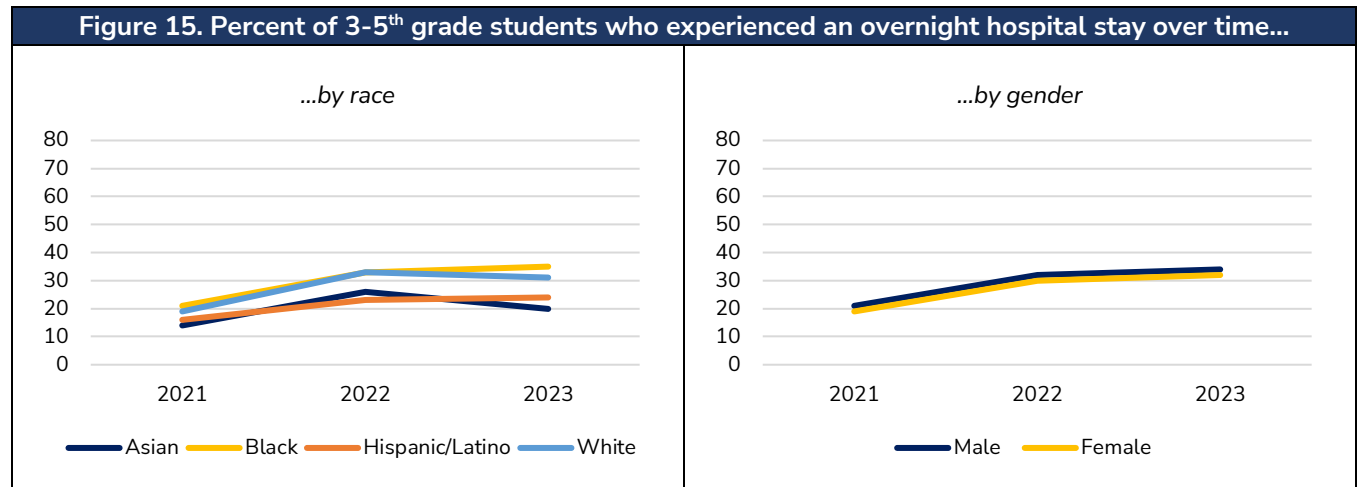
Grades 3-5: Subgroup Trends for Experiencing a Traumatic Event, Past 8 Months

The following figures present rates of exposure to a traumatic event, comparing rates from the DPSCD Universal Wellness Assessments administered in AY 2020-21, AY 2021-22, and AY 2022-23.

- Figures 14 and 15 show the proportion of students in grades 3-5 who reported experiencing a traumatic event in the 8 months prior to the survey, broken down by race and gender. Black students have experienced the death of a loved one at the highest rate consistently over time, and also experienced an overnight hospital stay (self or close family member) at the highest rate in AY 2022-23.

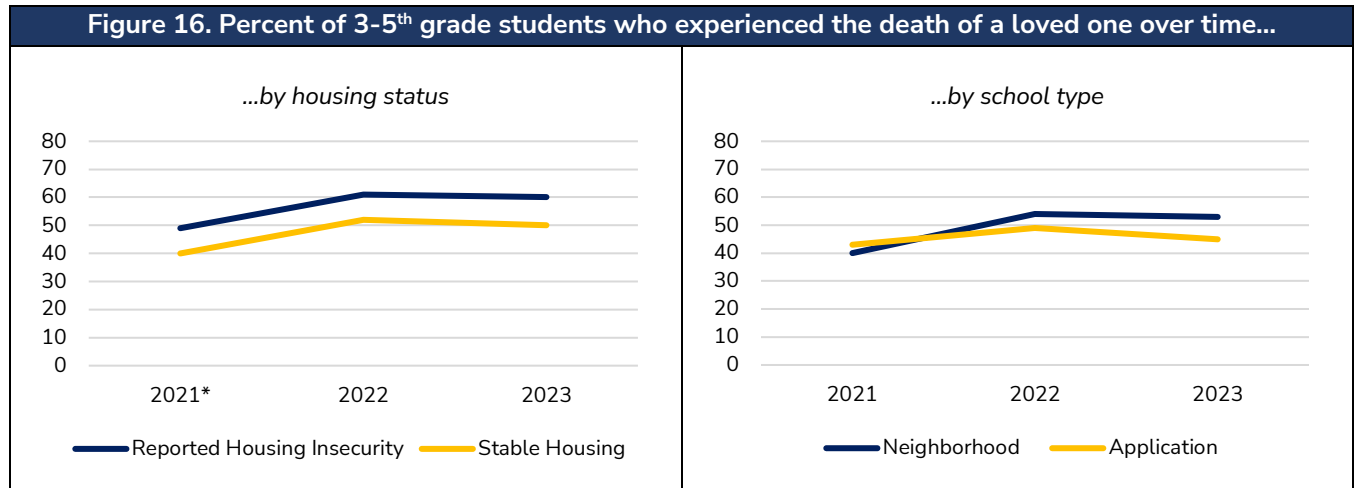


Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

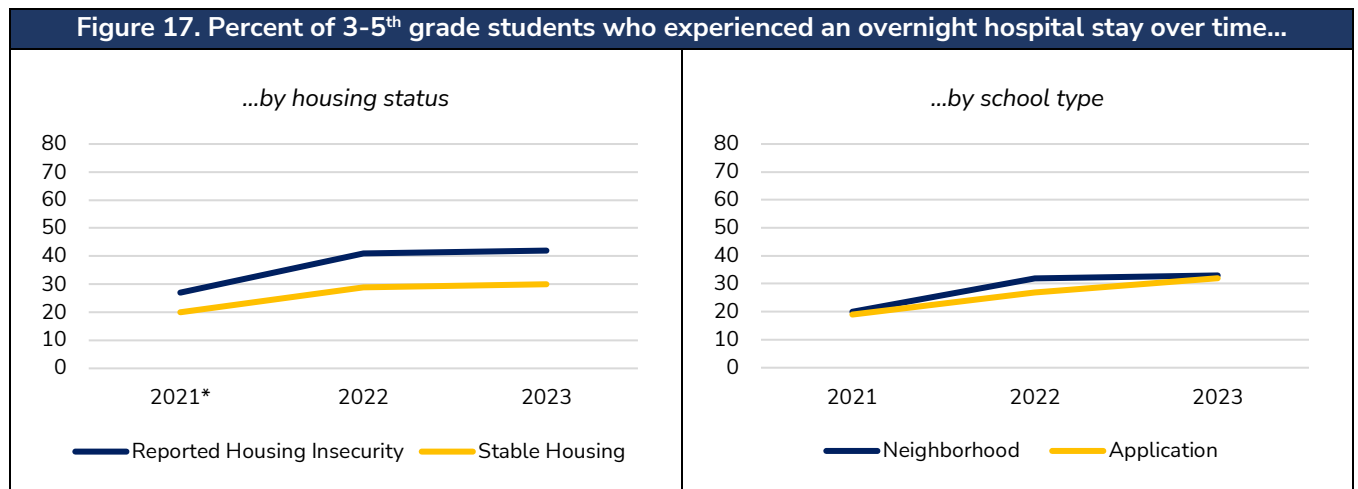


Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

- Figures 16 and 17 show the percentage of 3-5 students who reported experiencing a traumatic event, broken down by housing status and school type. Students attending neighborhood schools reported higher rates of traumatic experiences than students attending application schools. The number of students reporting housing insecurity was calculated using the McKinney-Vento definition of homelessness for 2022 and 2023, however that data was not available for 2021. Students reporting housing insecurity were identified in 2021 using DPSCD administrative data.



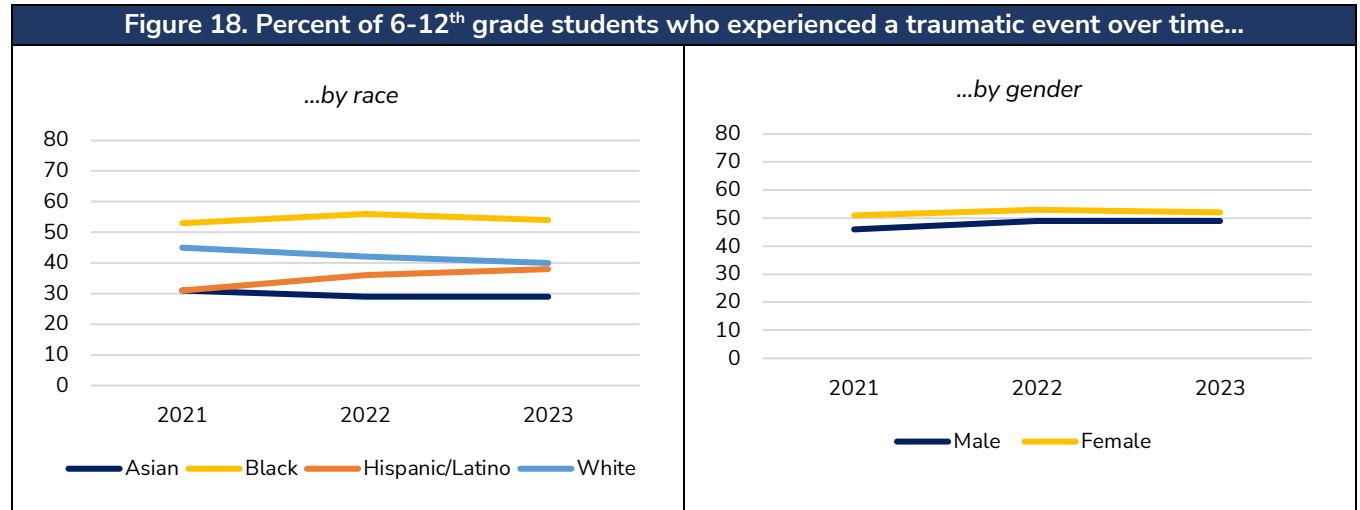
Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.



Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.

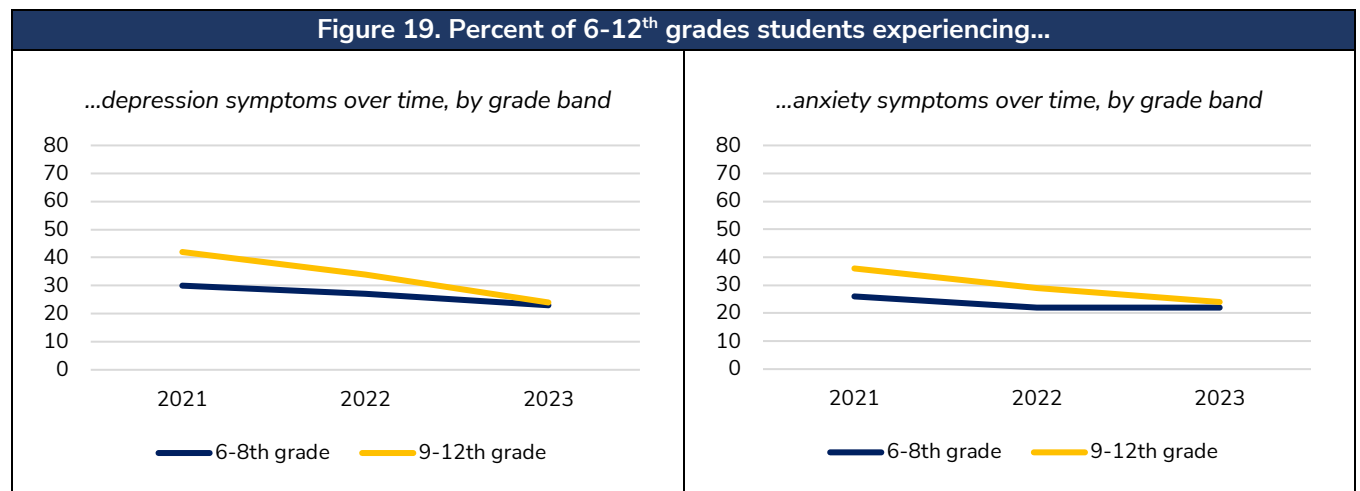
Grades 6-12: Subgroup Trends for Depression and Anxiety Symptoms, Trauma Exposure

- Figure 18 shows the proportion of 6-12th grade students who experienced a traumatic event over time, by race and gender. **Black 6-12th grade students reported the highest rates of traumatic experiences.** While rates of traumatic experiences decreased over time for Asian and White 6-12th grade students, they increased over time for Hispanic or Latino students.



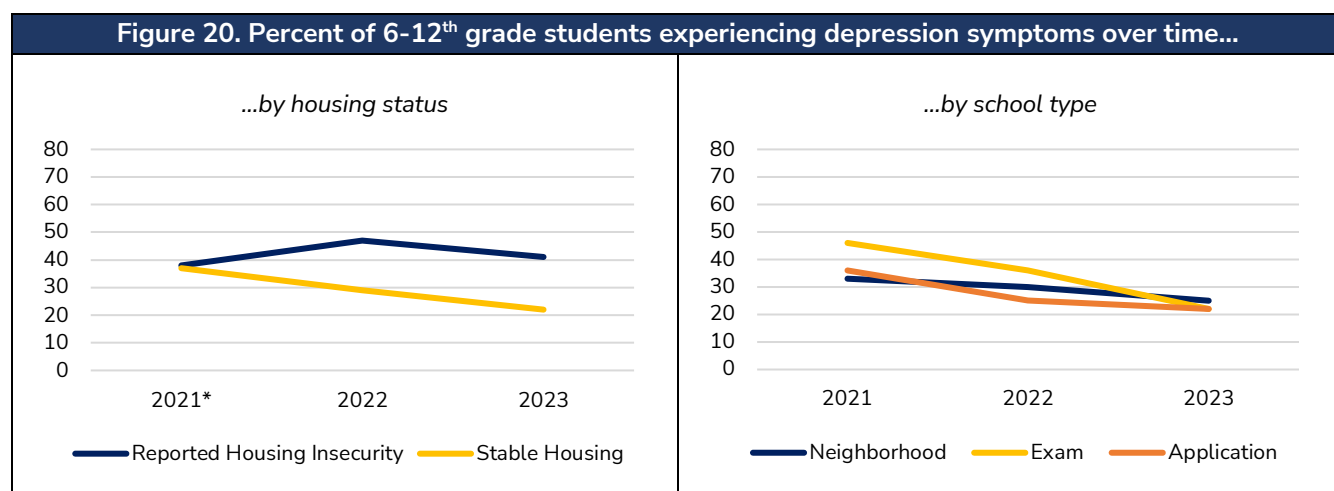
Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

- Figure 19 represent rates of depression and anxiety over time, by grade band. 6-8th grade students saw a 3-percentage point decrease in depression and a 4-percentage point decrease in anxiety symptoms between AY 2020-21 and AY 2021-22. **9-12th grade students reported an 8-percentage point decrease in depression symptoms between AY 2020-21 and AY 2021-22, and a 10-percentage point decrease in AY 2022-23.** Anxiety symptoms have also been decreasing over time for 9-12th grade students.



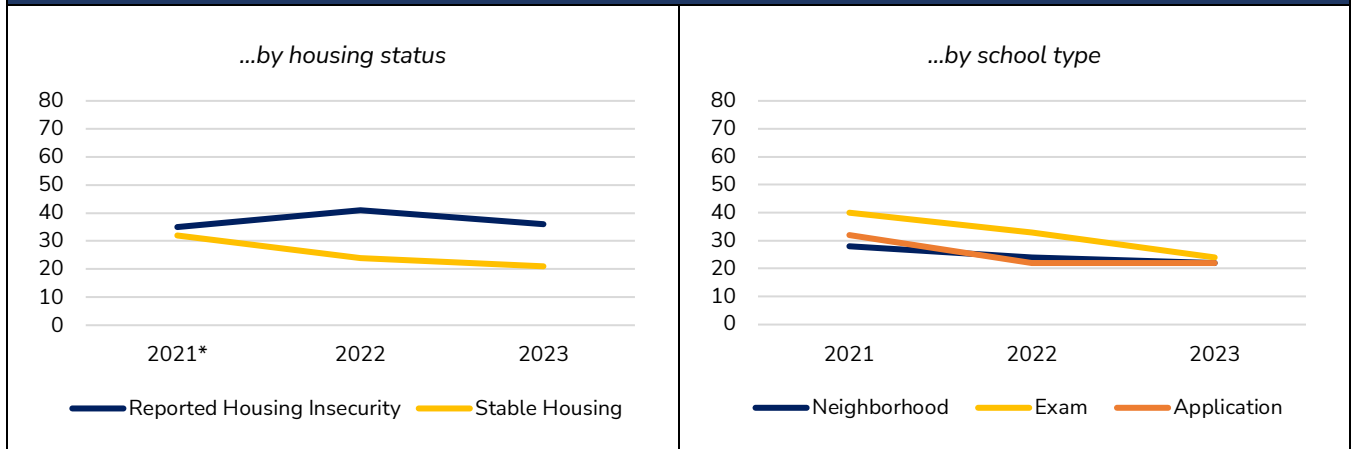
Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23.

- Figures 20-22 show the percent of 6-12 students who reported anxiety symptoms, depression symptoms, and traumatic experiences over time by housing status and grade band. Depression symptoms among students attending examination schools decreased 10-percentage points between AY 2020-21 and AY 2021-22, and an additional 14-percentage points in AY 2022-23. Anxiety symptoms also decreased over time for this group.
- Students reporting housing insecurity have consistently reported higher rates of depression, anxiety, and traumatic experiences than their peers with stable housing. The number of students reporting housing insecurity was calculated using the McKinney-Vento definition of homelessness in 2022 and 2023, but that data was not available for 2021. Students reporting housing insecurity were identified in 2021 using DPSCD administrative data.



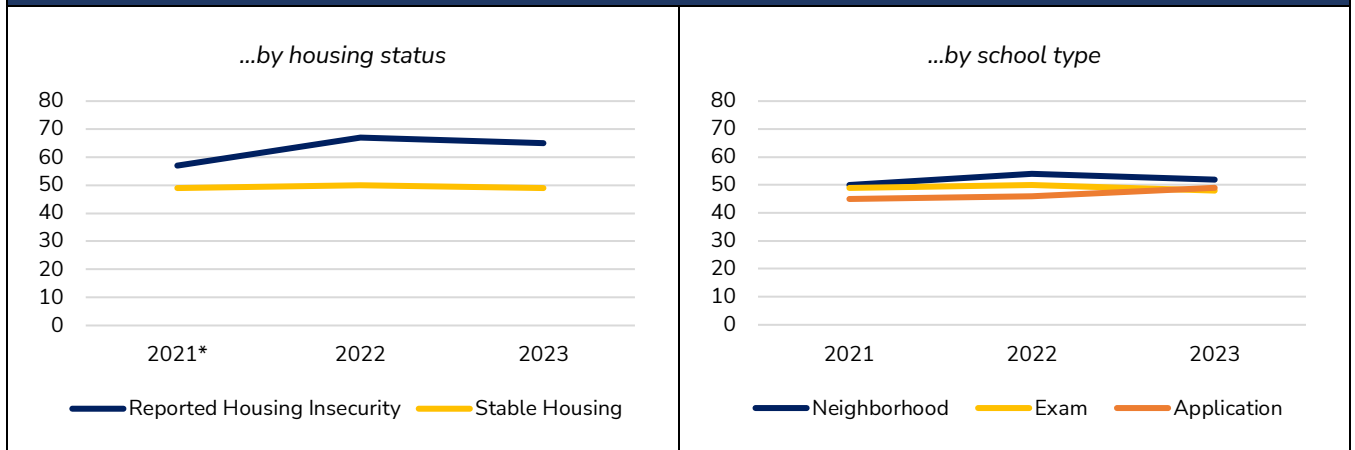
Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.

Figure 21. Percent of 6-12th grade students experiencing anxiety symptoms over time...



Note: Year 2021 refers to AY 2021-22, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.

Figure 22. Percent of 6-12th grade students who experienced a traumatic event over time...



Note: Year 2021 refers to AY 2020-21, year 2022 refers to AY 2021-22, and year 2023 refers to AY 2022-23. The number of students reporting housing insecurity was calculated differently in 2021 than in 2022 and 2023.

Acknowledgements

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Support the Youth Policy Lab's effort to use data for good.

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Megan Jagolinzer is a Michigan Data and Policy Fellow at the Youth Policy Lab. She helps coordinate research activities between DPSCD, TRAILS, and YPL. She also supports Tier 2 implementation and data collection activities for the evaluation project. She works closely with teams at DPSCD, YPL, and TRAILS to support the rollout of a new school-based mental health curriculum across over 70 DPSCD schools, and an advisory group of DPSCD students, staff, parents, and community members that provides ongoing input for the evaluation.

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Youth Policy Lab

The University of Michigan Youth Policy Lab was launched in 2016 with a vision for reducing socio-economic disparities through improvements in education and other social policies affecting youth. By developing evidence-based, policy-relevant research in partnership with local and state agencies, practitioners, and policymakers, Dr. Robin Jacob and Dr. Brian Jacob sought to build upon their exemplary careers in social science research by taking research findings out of academic journals and putting them in the hands of decision-makers. With this aim in mind, they have spent the past seven years bringing the resources and expertise of one of the nation's leading public research universities to bear on some of Michigan's most pressing social challenges.

The Youth Policy Lab envisions a world where partner-driven research drives positive social change. Our mission is to inform public policy decisions by analyzing data and evaluating programs to help our partners answer their most pressing questions.